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THE

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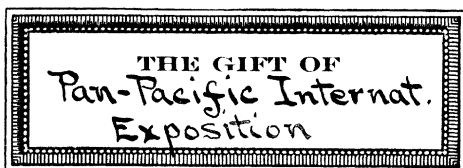
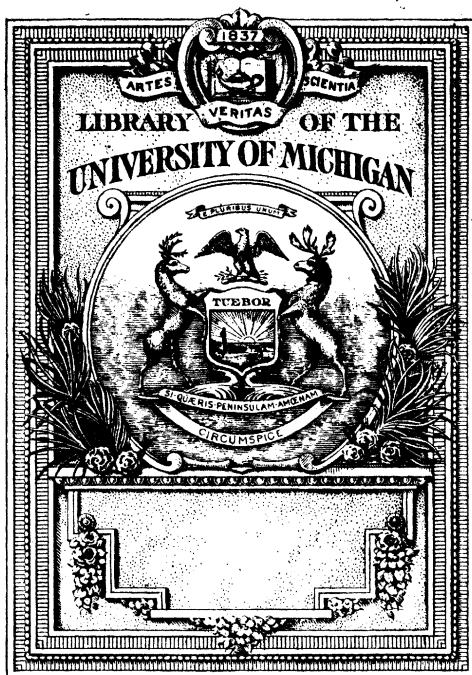
AT THE

PANAMA-PACIFIC INTERNATIONAL EXPOSITION

THE EXHIBIT IN THE PALACE OF EDUCATION

ORGANIZATION AND ADMINISTRATION OF THE
PHILIPPINE PUBLIC SCHOOLS

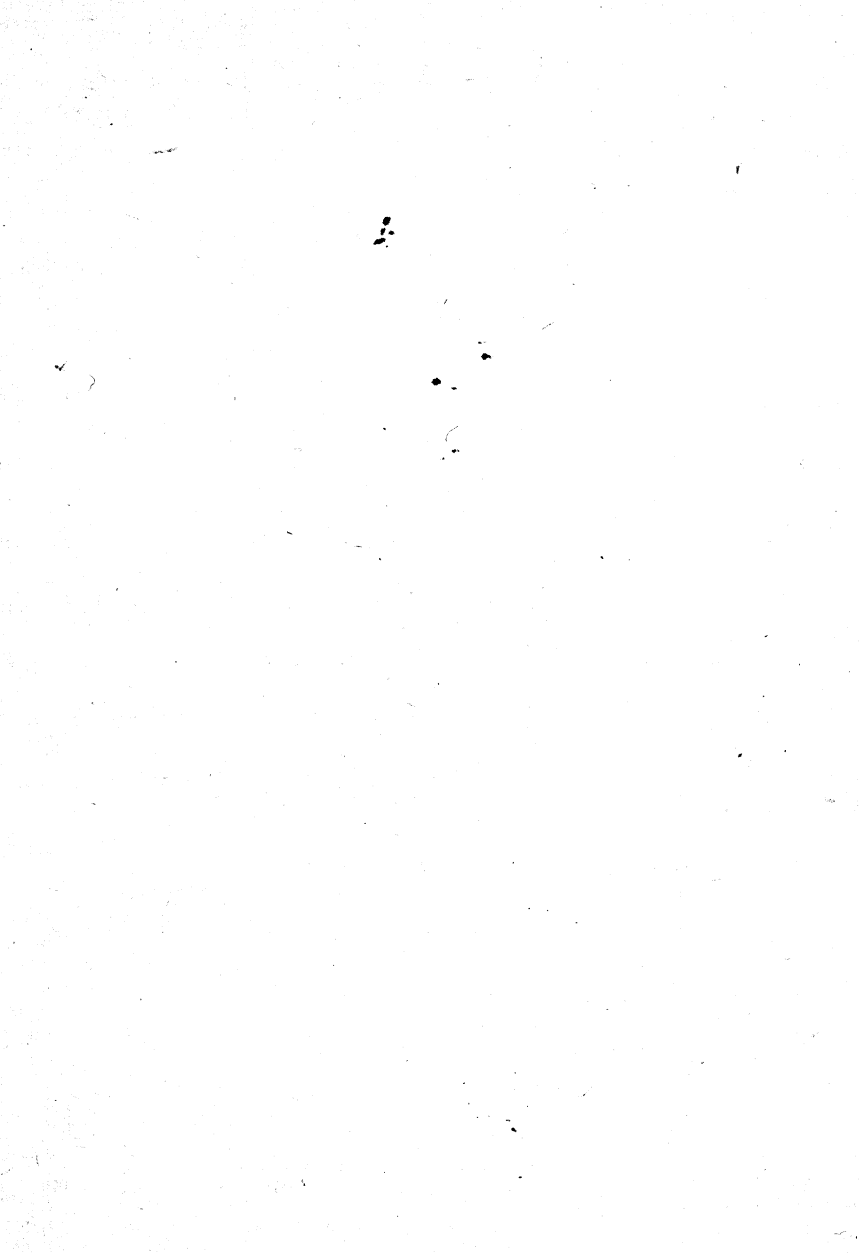
FACTS AND FIGURES ON THE ISLANDS AND THE SCHOOLS



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THE PHILIPPINE PUBLIC SCHOOLS

AT THE
PANAMA-PACIFIC INTERNATIONAL EXPOSITION

THE EXHIBIT IN THE PALACE OF EDUCATION.



ABACA COIL BASKET IN
PHILIPPINE DESIGN.

The exhibit of the Philippine public schools at the Panama-Pacific International Exposition is located in the northwest corner of the Palace of Education. The exhibit centers in the large Rotunda at the intersection of First Street and Avenue A, and covers approximately 10,000 square feet of space. The headquarters of the exhibit are located in the corner of the building. Immediately

outside and facing on one side of the Rotunda is the information desk where visitors may register. The public is invited to call upon the information desk and the force of demonstrators for information of whatsoever nature concerning the exhibit, the schools, the country, and the Filipino people.

Referring to the official classification of the Departments of Education and Social Economy, the exhibit is to be found under the heads: elementary schools, secondary schools, higher education, special education in agriculture, special education in commerce and industry, education of the subnormal, special forms of education, text-books, school furniture and school appliances, physical training of child and adult, agencies for the study, investigation, and betterment of social and economic conditions, economic research and organizations, hygiene, labor, co-operative institutions, and recreation.

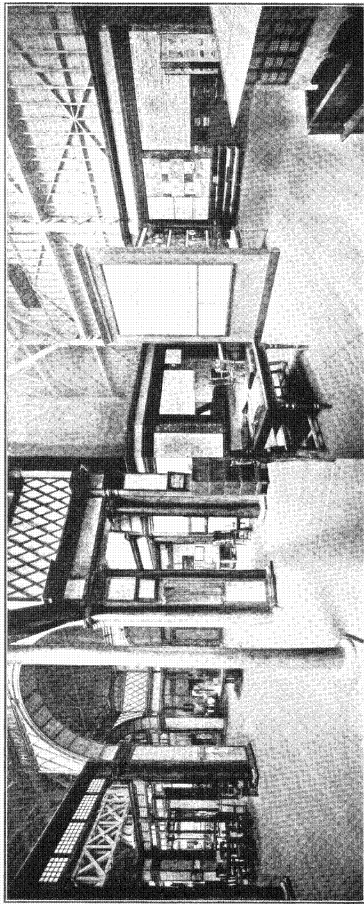
The exhibit consists of wall charts, class written work, publications, references, statistics, compilations, administration features, text-books, models, designs, plans, research work, school library work, school museum work, scientific and technical displays, graded industrial courses, transparencies, photographs, lantern slides, moving pictures, an industrial working exhibit, a force of demonstrators, and a sales department of school-made industrial articles. Through these, it is the purpose to show the complete public school system as it is now organized from grade one, the lowest work of the primary course, through the high school classes; first of all, the idea of centralized school management; campaigns for standard school buildings and sites; office management; the public welfare movement; school finances; literacy progress; training in public health and citizenship; special campaigns to improve standards of living; the special training for girls; classroom methods; academic progress; standardization of school text-books and courses of study; the industrial program; the play movement and school athletics; gardening and agriculture; economic research work; design and dye work; and, in an industrial way, the great campaign to make use of the local wealth of raw materials in the household industries, the improvement in standards of workmanship, and the employment of typical weaves and designs of Malayan origin.

Stated most briefly, the exhibit presents the complete public school system of the Philippine Islands, with balanced curriculum embracing academic instruction, industrial training and vocational guidance, athletics and play; organization and administration. From its very nature, the industrial branch is capable of fuller representation in an exposition than any other; and it is precisely upon industrial and commercial features that emphasis is placed in the exhibit, in order that the schools, by the publicity which they give, may do their part to bring the markets in touch with the industrial possibilities of the Islands.

ORGANIZATION AND SYSTEM

An inspection of the exhibit begins naturally at the Rotunda. The first of the chart groups takes up the organization of the

GENERAL VIEW OF THE PHILIPPINE PUBLIC SCHOOLS EXHIBIT IN THE PALACE OF EDUCATION,
P. O. BOX, AVENUE A AND FIRST STREET



The section to the right shows the pedagogic and school administration exhibit; the booths to the left contain the displays of industrial articles.

Philippine Bureau of Education and its place in the government. Incidentally, the entire government organization is explained in graphic form. This group also treats of the property and financial matters of the public school system. Many visitors will be surprised to learn that the entire cost of education in the Philippines, and of the operation of the entire Philippine Government for that matter, is paid by the Filipino people themselves through a well-ordered system of taxation. Not one peso towards the payment of Philippine Government expenses comes from the United States.

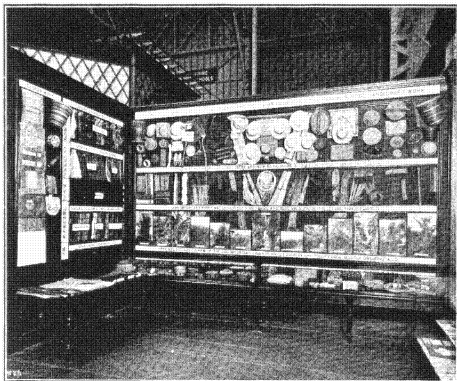
The next chart shows the distribution of the more than 4000 public schools throughout the Archipelago, the rural or "barrio" schools, the central schools, and the higher provincial and special schools. This map shows that the school system which had its beginning in Manila sixteen years ago now reaches the farthest isles of the group and the remotest mountain settlements.

The main wall in the pedagogic exhibit is occupied by the two charts covering the Philippine public school system and the general course of study. Subsidiary charts set forth further details of the system: the growth in enrollment from practically nothing in 1898 to more than 600,000 at the present time; the unit system of education with its economic and social aims; and the balanced curriculum with academic, vocational and physical features; but above all these, the fact that absolutely all of the instruction in the public schools is carried on in the English language, taught to Filipino children who speak in various parts of the Islands several separate and distinct Filipino dialects of a Malay tongue. (The Spanish language is limited almost entirely to a small percentage of the older generation of well-to-do families who were educated under the Spanish regime.) The system chart explains the primary curriculum; the several special courses provided in the intermediate grades, largely vocational; the secondary work providing for further specialization in a minor professional way; and the professional and cultural courses in the several colleges of the University of the Philippines.

The course of study chart covers only the general course of the system; by means of six color schemes is shown the proportional time allowed throughout the course for physical training,

education in English and literature, mathematics, citizenship and health preparation, industrial work, and music and drawing. All the studies of the eleven-year general course are covered in this classification; similar information for the other intermediate and secondary courses is available in the exhibit.

The next group of charts takes up the industrial instruction in the schools, and summarizes the many phases of industrial work which have attention throughout the eleven-year course.



THE TECHNICAL EXHIBIT—INDUSTRIAL FOUNDATIONS.
DESIGNS, DYE WORK.

The striking feature is the differentiation in work for boys and girls in the primary grades, and specialization in the intermediate grades. Many details of the work and observations on the results are given in subsidiary charts. When the pupil enters school, he takes up industrial work just as he does arithmetic or any other subject, and he is not advanced from one grade to another until he has finished the prescribed work and secured

satisfactory ratings, be his assigned task a home garden, a basket, a piece of embroidery, a lesson in cooking, or a wood exercise.

Another group of charts covers the organized movement for play and athletics carried on by the schools throughout the Islands. Every pupil who enters the schools takes part in some physical exercises and has regular supervision in his play, as in any other branch in the curriculum. The general organization from the school team to the annual national meet is explained, with mention of Filipino interscholastic records.

INDUSTRIAL FOUNDATIONS

In the special booth provided in the technical and scientific exhibit are found some of the fundamentals upon which the entire vocational program is based. In the forms of photographs, herbarium sheets, raw materials, prepared materials, and articles in unfinished and completed forms, here are shown the products of the forest, field, and swamp—the grasses, sedges, fibers, stems, roots, woods and other materials which are the basis of the handicraft industries of the Islands. Many of these industrial materials have long been known to the established industries; many of them have been discovered and worked out in the experiments of the schools under systematic economic and industrial surveys. The dye features are purely the result of school enterprise and have been worked out by foreign scientists in great detail for the most important of the industrial materials. One case here contains a display of the graded industrial courses, elementary and advanced, showing the processes in the teaching of some of the principal industrial lines. Another very important work placed with the technical exhibit is that of preparing for Philippine products a series of structural and ornamental designs of Philippine or Malaysian origin.

The school exhibit in Philippine design work shows the progress made in the search for suitable motifs. These studies cover the Islands and include the old handicraft designs, some from the fauna and flora of the country, and some from the primitive art which still remains, particularly among the mountain peoples. The arrangement of such motifs in appropriate natural

AGRICULTURAL EDUCATION IN THE PHILIPPINE PUBLIC SCHOOLS

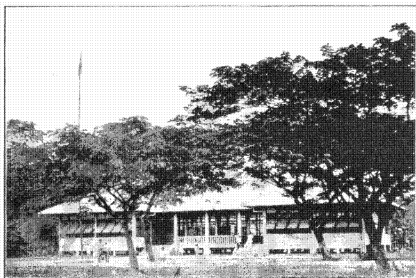
THE FIVE PROBLEMS AND HOW THEY ARE BEING ATTACKED

INCREASE AGRICULTURAL EFFICIENCY AND DEVELOP THE GRANGE MOVEMENT		PRODUCE ADEQUATE AND IMMEDIATE FOOD SUPPLY		INCREASE VARIETY QUALITY AND QUANTITY PHILIPPINE FOODS		DEVELOP FERTILE PUBLIC DOMAIN ENCOURAGE HOMESTEADING		ESTABLISH PERMANENT SETTLEMENTS AMONG ROVING MOUNTAIN PEOPLES	
8-FARM SCHOOLS-8		FOOD CAMPAIGN		GARDENING		4-AGRICULTURAL SCHOOLS-4		47-SETTLEMENT FARM SCHOOLS-47	
633 - INTERMEDIATE PUPILS - 633 FARMING COURSE FOR BOYS HOUSEKEEPING AND HOUSEHOLD ARTS COURSE FOR GIRLS		4,200 SCHOOLS - ALL GRADES - 428,000 PUPILS BOYS - RICE CORN AND LEGUME GROWING GIRLS - PREPARATION OF STABLE FOODS		70,000 PRIMARY AND INTERMEDIATE PUPILS - 70,000 BOARDING SCHOOLS PUPILS SELECTED IN GRADES 1-10 OPTIONAL SUBJECT IN GRADES 11 AND 12		4 YEAR COURSE 380 BOYS ACTUAL FARM WORK SCHOOLS NEVER CLOSE		2,573 PRIMARY PUPILS FARMING WORK FOR BOYS HOUSEKEEPING AND HOUSEHOLD INDUSTRIES FOR GIRLS	
MODEL FARM		HOME PROJECTS		SUPERVISOR 35 TO HOME GARDENS		LARGE FARM		SMALL FARM	
PLANNED FOR EVERY PROVINCE		THROUGHOUT THE PHILIPPINE ISLANDS		USE OF VEGETABLES TAUGHT		THINLY POPULATED AGRICULTURAL REGION		FOOT HILL OR PLATEAU REGION	
EXPERIMENTAL WORK		1913 CORN CONTEST		ALL PRIMARY AND INTERMEDIATE SCHOOLS		CENTRAL LUZON AGRICULTURAL SCHOOL		SCHOOLS NEVER CLOSE	
FRUITS FOOD AND FIBER CROPS		43,561 BOYS 578 EXHIBITS		EQUIPMENT MACHINERY CRAFT ANIMALS CATTLE HOGS POULTRY		1,600 ACRE TRACT		PUPILS LIVE AT HOME	
CATTLE HOGS AND POULTRY BREEDING		400 FOOD DEMONSTRATIONS		GARDEN DAY		930 HOMESTEADS TAKEN UP NEAR SCHOOL 1909-14		HALF TIME IN CLASS ROOM-HALF TIME ON PRACTICAL WORK	
EXTENSION WORK		RESULTS		GARDEN DAY		RESULTS		RESULTS	
STUDENTS		CORN AVERAGE INCREASED 25% TOTAL PRODUCTION OF CORN INCREASED 75% RICE IMPORTATIONS DECREASED		FIRST STEP TOWARD ANNUAL AGRICULTURAL FAIR INSTITUTED IN 300 MUNICIPALITIES IN 1913		RURAL POPULATION INCREASED 500 NEW CROPS INTRODUCED SEEDS AND SPROUTS DISTRIBUTED BREEDING FARM FOR CATTLE HOGS POULTRY		THOUSANDS OF MOUNTAIN PEOPLE SETTLED IN RURAL COMMUNITIES SCHOOL FARMS HELP SUPPORT THE SETTLEMENTS LEGUMES INTRODUCED HAVE BETTER CONTINUTION OF SOILS INTRODUCED IMPROVED METHODS OF CATTLE HOG POULTRY RAISING	
THE PRINCIPAL AGRICULTURAL COMMUNITY IN THE PROVINCE		SCHOOL GROUNDS LAID OUT BY ENGINEER - GRADING PLANTING TREES DONE BY PUPILS REQUIRED INDUSTRIAL SUBJECT IN GRADES 1 TO 7 FLOWER GARDENING PUBLIC PLAZAS GRADED HOME IMPROVEMENTS SUPERVISED		54 SCHOOL NURSERIES 54,000 FRUIT TREES PROPAGATED AND DISTRIBUTED IN 1913		UNIVERSITY OF THE PHILIPPINES COLLEGE OF AGRICULTURE		6 YEAR COURSE 4 YEAR ADVANCED COURSE 266 STUDENTS THE APEX OF THE PHILIPPINE SYSTEM OF AGRICULTURAL EDUCATION PHILIPPINE BUREAU OF AGRICULTURE CARRIES ON INSULAR EXTENSION WORK AND INSULAR EXPERIMENTAL WORK	
SCHOOL GROUND IMPROVEMENT		ANNUAL ARBOR DAY 48,887 TREES AND SHRUBS PROPAGATED AND DISTRIBUTED 1913		52,000 DEC.		54,000 FRUIT TREES PROPAGATED AND DISTRIBUTED IN 1913		54,000 FRUIT TREES PROPAGATED AND DISTRIBUTED IN 1913	

REPRODUCTION OF THE AGRICULTURAL CHART OF THE EXHIBIT, SETTING FORTH THE MAIN GARDENING AND FARMING FEATURES.

and conventionalized forms for embroidery, basketry, and other household industries, and the distribution of the finished designs throughout the Philippines by means of samplers, sample objects, blueprints, *The Philippine Craftsman*, and other media, will not only prove of interest but will indicate the place of design in the industrial program.

A number of Philippine products which are known in the world's markets are so distinct in character that they are already well marked as Philippine. Among them are such cloths as piña, jusi, and sinamay, cloths that are unexcelled in qualities



A MODERN CONCRETE SCHOOL BUILDING IN THE MODERN
STANDARD PLAN OF SIX ROOMS

of sheerness and gauziness, fineness and silkiness; and pinolpog, which is the sinamay pounded to a soft silky state; the products of abaca or Manila hemp; the delicate ilang-ilang perfume; in some measure the fine woods; agricultural products—tobacco, sugar, copra, maguey and other smaller items; the Philippine hats which have been imported into the United States and Europe for fifty years; and most of all the fine embroidery which Filipino women have been making for decades. These articles are distinctly Philippine because of the materials of which they are made. There has been in the past no design or color or form of manufacture that has been to this country

unique, no secret processes which give to the Filipinos a clear advantage over other peoples; no well-established system of production along standard lines handled by an economic scheme of brokers, exporters and shippers which might give to the industry the advantages of production and sale in large quantities. The hat weaves are as well known in a dozen other countries as here; embroideries in the designs in use in the Philippines have been made elsewhere and shipped to the United States and there sold under the name and with the advantage in price of Philippine embroideries, while true Philippine embroideries have been sold in the markets of the United States as European products; the Tagal braid which is used almost exclusively in the production of women's braid hats is made from the Manila hemp, put through a process of manufacture into braid principally in Japan, though to some extent in Italy, Germany and France; the fragrant Philippine tobacco has fought a hard fight to maintain its identity and to be known by its representative manufactured products; the finest Philippine hats have for decades been known in the world markets as Bangkok hats, this Philippine export taking its trade name from a port which hardly knows the industry, a trick of early traders to keep secret the source of their profit.

Evidently something must be done to bring to the Philippines its own; there must be introduced into the commercial product something distinctly Philippine in makeup and design. A beginning has already been made in this work in the public schools; but the product is still limited almost entirely to the output of the schools, though the industries will be introduced from the schools into the homes as rapidly as conditions permit. As examples of the beginnings already made, examine the variety of forms into which the beautiful abaca is turned out: baskets, hats, cushions, footstools, handbags, slippers, macrame of many kinds, even embroidery and lace; the raffia of the buri palm with its dozens of new uses; the variety of distinctively Philippine baskets into which the many newly discovered materials of the swamp, field and forest are constructed—setting new standards for the world in basketry; the distinctive forms and decorative motifs which are to be found in so many school products

of the Islands. On the industrial articles which have been developed immediately in the public schools there must be found something Philippine; something in the flower and fruit and insect patterns of the Philippine embroidery, in color or design, or in the application of a weave, or the interweaving of many natural colored fibers and splints—this latter the basis of a distinct type of Philippine basket.

The ultimate aim is not merely the teaching of the making and selling of an object; even aside from the pedagogic principle of teaching children to make something with their hands, there is the greater problem of introducing such school industries from the school into the home, no easy task nor quick of accomplishment when one considers the many operations involved. These are of importance; but the child educated as a citizen in the fullest meaning of the term and trained as an agriculturist or a skilled craftsman is the real product.

TEXT-BOOKS, PUBLICATIONS

Near the exhibit office is found the show-case in which are displayed some representative text-books now used in the various grades of Philippine public schools. In contrast with these a few of the texts in use during the pre-American administration, as well as some of the earlier texts used in the first American schools in the Islands, are shown. These will give some idea of the task which the educational authorities faced in providing adequate text-books; the fact that practically 91 per cent of the books now used (not including the University of the Philippines) are especially prepared for the Philippines bears evidence to the progress which has so far been made. The text books not especially prepared for the Philippines are principally in the upper high school grades in the study of literature and other subjects which do not require a special Philippine presentation.

The bookcase near the information desk contains the remainder of the text-books used in the public schools—the grand total of all books prescribed for use in the more than 4000 primary, intermediate and secondary schools, through eleven years of school work, amounting to approximately 100. This case

also contains in bound form a collection of all of the publications of the Philippine Bureau of Education since its inauguration in 1901, embracing the series of annual reports, bulletins, textbooks, civico-educational lectures, miscellaneous publications, *The Teachers Assembly Herald*, and *The Philippine Craftsman*; also several interesting compilations of educational data for the student of school affairs. Supplementary to this, in the office of the exhibit is to be found a further more comprehensive reference collection on Philippine school and general affairs, and more detailed compilations of the procedure and operations of the Bureau.

Another showcase on the main wall to the right contains a display of typical record forms, and publications of the Bureau of Education, covering in a general way the record of pupils and classes, the system of certificates and diplomas, the service of teachers, school library administration, the industrial accounting and museum systems, and the general accounting, property and office procedure; of the publications of the Bureau, there are displayed about a dozen of the representative bulletins and texts. Deserving of special emphasis are the industrial and accounting forms, a system by which accurate account is kept of the making of each object, so that the pupil responsible for the making of an article is given a definite share in the selling price and profit. This system is of value in determining such points as wages and prices, of the utmost importance in adjusting industrial operations with the commercial world.

In this same section a lantern slide machine with series of Philippine general views and Philippine school views is in constant operation. The exhibit is equipped with approximately 1000 lantern slides bearing upon the Philippines and their schools. Close by are open for inspection several albums of Philippine school views in which the details of the work are presented in an interesting manner.

In another bookcase near the Rotunda are on exhibit the 80 bound volumes which represent the class written work of the schools in every course, grade and subject, from the primary through the secondary. These volumes are built up of the

uncorrected written work of entire classes and represent every subject in the curriculum which can be so set forth.

BUILDINGS AND SITES

At the farthest entrance to the pedagogic exhibit is a small model school building, a feature of the display covering the campaign for adequate school buildings and grounds. This phase of the Philippine school work is set forth in much detail in the group of wall charts, and in the building plans and photographs near by. The buildings are made in several sizes from one room to twenty rooms. This model is of two rooms and shows the unit system of construction explained in the charts. More than 400 school buildings of reinforced concrete in these standard designs have already been constructed, scattered in all parts of the archipelago; in addition to these, some 300 satisfactory buildings of permanent construction have been put up; but the great majority of the more than 4000 schools are housed in buildings of temporary and semi-permanent types. Approximately one-seventh of the building program of the Islands has been consummated. The model here shown was built according to plans and specifications by the students in the Philippine School of Arts and Trades. These buildings are in a style of architecture worked out especially for the tropics and for the Philippines, and admirably meet the requirements pedagogically, hygienically and structurally.

A school feature closely related to the building work is taken up on a wall section directly opposite the main technical exhibit. This has to do with the special movement for school sites to meet the demands for school building location, playground, school garden and farm. The minimum land requirements for standard sites are $2\frac{1}{2}$ acres for central schools and $1\frac{1}{4}$ acres for rural schools. The standard for provincial school plants is set at 25 acres.

SCHOOL GARDENING AND FARMING

The school work in gardening and farming and in the improvement of the food supply is given attention in this section

also. A large wall chart sets forth the work in the five distinct branches: agricultural specialization, school farm work, school and home gardening, settlement farm schools, and the food campaigns with their demonstrations. These features are also emphasized and explained by means of transparencies, photographs and numerous publications. The Philippines are and continue to be essentially an agricultural community; in realization of this fact, the gardening feature stands out as one of the most prominent branches of the industrial work. In the agricultural schools young men are being trained, in a broad way, to deal with big agricultural problems such as are to be met with in the opening up of the vast land areas in thinly populated sections. The school farms aim to increase the farming efficiency and to develop the grange movement. The settlement farm schools are to establish permanent settlements among the mountain peoples. The movement for school and home gardens has met with surprising success; from the some 3000 school gardens the work reaches out to the homes where school boys cultivate under the supervision of their teachers approximately 40,000 home gardens a very big factor in the home life. The food campaign has to do with the further extension of food crops supplementary to rice, which is the staff of life, and to the demonstration work carried on largely by the school girls to instruct the masses in the use of corn and other foods.

THE INDUSTRIAL BOOTHS

The real industrial exhibit of the public schools is the display of a thousand articles made by the pupils in their prescribed school work. This exhibit is divided into six sections covering the trade school and school shop work, the work among the girls particularly in needlework and lace, and the great variety of household industries which come under the general caption of handweaving; there are also several minor lines.

From the trade schools and school shops are on display representative pieces of the fine furniture and some of the pottery work. Though of small area (total area 127,000 square miles), smaller in size than the State of California (156,000 square

miles), the Philippines rank high among the countries of the world in wealth of forest lands, and nowhere are there to be found more beautiful and generally valuable woods for interior finish and cabinet purposes. For several years the trade schools have been training young men in the making of furniture, in general woodwork, in building construction and in other branches. Some of the trade schools are equipped for iron work; there are included on the walls several frames of exercises in iron and wood. There is a great variety of office and home furniture on exhibit in sets and in single pieces, all of solid construction and of the finest Philippine woods throughout; most of them are finished in the French polish. There is also a display of smaller wooden articles, pictures frames, boxes, trays, etc., turned out in the earlier work of the pupils. There are furniture sets for office, dining room, hall, bedroom and library, and many single pieces in such beautiful Philippine hard woods as ebony, camagon, acle, narra and tanguile, woods which are superior to the mahogany standard.

Philippine embroidery is a long-established industry and has made a good name for itself in the markets. Formerly restricted to certain small districts, it is now taught in every town. Many forms of lace and crochet, Cluny, torchon, Irish crochet, filet and tatting, have been introduced and extended through the public schools. There is a profusion of beautiful pieces in all of these lines, many of them done in the exquisite native materials of the Islands. The piña luncheon sets in designs based on native Philippine motifs are of exquisite workmanship.

The work for girls is not confined to fine pieces for an export trade. The greater part of their work can be explained at an exposition only by means of pictures and charts, and is set forth in this manner. Recently the Bureau issued a bulletin on plain sewing for the elementary grades—a course intended to train the girls to make the clothes for themselves and for their little brothers and sisters and others at home. The effect of this course in the brief period during which it has been in operation is remarkable and is most gratifying. It can be seen upon the streets of the cities and towns in all parts of the Islands. Cook-

ing, housework, many branches of industry, ethics—subjects which make for high home standards—are emphasized in the schools and explained in the exhibit.

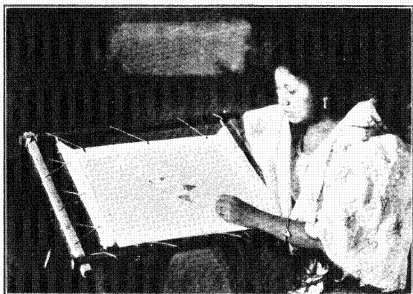
In the three booths covering ferns, palms and bamboo, the products are more or less similar; hats, baskets, mats, trays and boxes, wicker furniture and a variety of smaller pieces. Two facts enforce themselves noticeably: the fact that a great number of these materials are in natural colors; and that in all of the articles displayed there is evidence of something Philippine in design and weave. The light furniture on display in these booths is worthy of special study. It is evident that such fine furniture as is shown across the aisle cannot be for other than fine homes; hence it is to the light furniture which can be made of bamboo and palms that the people must turn for the equipment of the average and more homely dwellings. At practically no expense and with the simple knowledge which the boy can acquire in the primary grades, he is able to furnish his own home with furniture which is attractive and comfortable—a great step forward in the improvement of home standards.

In the abaca booth, visitors will be surprised to learn that Manila hemp which they know as the basis of a great cordage industry is put to many other uses in the Philippine Islands. Here are samples of the uses which are being made of it in the school work. It has long been used as a textile, and for some years has been the basis of the Tagal braid of which the majority of fine ladies' hats are made. Through school experiment it is now being utilized in the making of new forms of hats, slippers, cushions, a variety of macramé pieces including handbags and trays, and in the finest of coil baskets.

The five booths which have just been discussed embrace the general subject of household industries—the crafts which can be carried on in the homes to augment the living assured through agricultural pursuits. By far the most important of them are covered in the needlework, hats, wicker furniture and baskets. The possibilities in basketry are beyond comprehension. From all parts of the islands come in abundance the finest basketry materials. The proper impetus has been given to establish some-

thing which is commercially satisfactory in the way of structural and ornamental design, and the Filipinos, even the school children, have shown an aptitude for the work and can turn out a good product. The development of the basketry industry should result in a rich harvest for the Philippines. Not only this; it will meet economically the market which already exists for products of this type. The basketry exhibit of the Philippine public schools is probably the most comprehensive and complete commercial line in the entire Philippine exhibit.

The numerous plants among the industrial exhibits are in-



SCHOOL GIRL MAKING EMBROIDERY.

tended to serve a double purpose. Aside from their use as a decorative feature, these plants serve to illustrate the materials which are the basis of construction of most of the articles. In general terms we may say that four plant groups furnish the basis of most of the handweaving in the Islands—abaca (Manila hemp), bamboo, palms, and ferns. This classification is observed in the grouping of the displays. While these four groups of plants illustrate the main sources of industrial materials for the schools, there are numerous other important plant groups, such

as pandans, grasses, and sedges, some of which are included among the potted plants on exhibit.

INDUSTRIAL SALES DEPARTMENT

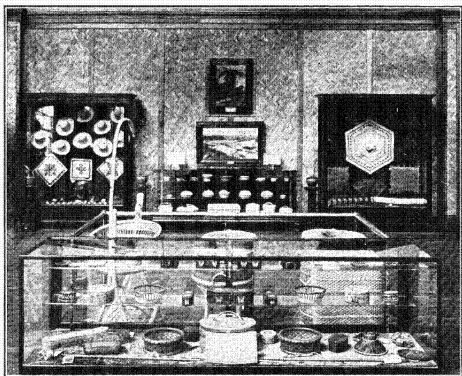
Both at the Philippine Pavilion on the Avenue of the Nations, and in the exhibit in the Palace of Education, the products of the Philippine public schools are on sale to the public. This sales feature is not an experiment; it is a business proposition, where Philippine products in acceptable design and workmanship are sold in commercial quantities and at reasonable prices. There will be placed on sale during the Exposition year something like 40,000 separate industrial articles, all the product of public school pupils of the Philippines. These include the articles on permanent display in the show cases, which are also for sale with the provision that delivery shall be taken at the close of the Exposition. The many thousands of articles ready for sale and delivery now are very often duplicates of the articles on display.

As an example of trade possibilities between the Philippine Islands and the United States, figures for the year 1911 indicate that the United States imported from foreign countries nearly forty million dollars' worth of laces and embroideries. The share of the Philippines in this trade was a negligible quantity. It must be noted that a large import duty is collected on these materials imported from other countries, whereas they can enter the United States from the Philippines free of duty, the Philippines thereby having a marked advantage over all competitors in this trade. The entire output of the Philippine Islands can be absorbed in the trade of the United States to the profit of both countries. The same is true of many other Philippine industrial lines.

The exhibit proper is rounded out by means of transparencies, groups of pictures, framed enlargements, and albums. Programs will also be given according to schedule in the department lecture hall in the Palace of Education. For this purpose there are available several hundred lantern slides as well as 2000 feet

of moving picture films. The moving pictures cover the principal features of Philippine school work.

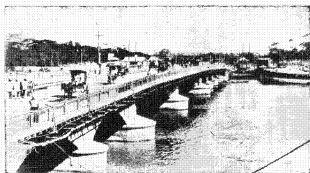
Those who have visited exhibits from the Philippine Islands at other expositions, and particularly at the exposition held in Saint Louis in 1904, are at once impressed by striking differences in this exhibit. In former exhibits, emphasis was placed upon what is strange, curious or bizarre in the Philippines—something to startle people or to amuse them. The purposes of this exhibit along such different lines are self-evident: to give proper publicity to the eight millions of cultured Filipinos. It is the purpose to show in what manner the Philippine public schools have fulfilled their task of giving enlightenment to the rising generation, and what may be the possibilities of the Filipinos educationally, industrially, and as a people.



ONE OF THE INDUSTRIAL BOOTHS—ARTICLES MADE
BY SCHOOL CHILDREN.

ORGANIZATION AND ADMINISTRATION

HISTORICAL



THE BRIDGE OF SPAIN, MANILA.

The history of the Philippine Islands, in so far as it effects the present public school system, began on August 13, 1898, the date of American occupation. However, the work of the Spanish schools which

had existed for two and a half centuries before made possible the almost immediate introduction and rapid development of the present schools; for the Spanish system, incomplete as it may have been when measured by present-day standards, was more efficient than that of any other colony in the Orient.

The reliable history of the Philippine Islands based upon written records begins with the arrival of Magellan in 1521. The chroniclers of that and later periods give clear and complete accounts of the life and customs of the Filipinos. The natives had a system of writing and understood many of the primitive arts. Civilization was not wholly wanting. Manila was then a commercial center for traders for the Malayan peninsula and archipelago, and from China and Japan.

The conquest of the Islands was rapid, and by 1600 Spanish rule and Spanish institutions were established. From the Spanish monarch in the Escorial, Philip II, came the name Filipinas—the Philippines; from Catholic Spain came the religion which, through the zealous efforts of the missionaries, became the accepted belief of the great majority of the Filipinos. The Spanish tongue of old Castile was introduced as the official language of the country, confined as it had to be to the few who could acquire some knowledge of it.

Manila became a city of importance in the East and the Philipines took rank with other European colonies in the Orient. In general, the history of the Philippines during these three centuries and a half is similar to that of other eastern colonies. Aggressive foreign powers from without were warded off and frequent insurrections within were suppressed. The Mahomedan Malays to the south known as the Moros proved strong and persistent enemies and were not wholly subdued by the Spaniards.

With the close of the 19th century came the Cuban revolt and the Philippine insurrection. Before this time the Filipino patriot, Dr. José Rizal, returning from Europe with new and broad modern ideas, had tried by honest and peaceful means to bring about reform for his people in education and government; but political intrigue and the unsettled conditions led to his destruction; this high-minded Filipino patriot was shot as a traitor on Bagumbayan field on December 30, 1896. The conditions resulting from the Cuban troubles led in 1898 to the Spanish-American War, which gave Cuba independence under American protection and gave to the United States control of the Philippine Islands.

With the Treaty of Paris which settled the affairs of the war in 1898 came the first Philippine Commission consisting of the following members: President J. G. Schurman, of Cornell University; Rear-Admiral George Dewey, United States Navy; General Elwell S. Otis, United States Army; Colonel Charles Denby, formerly United States minister to China; and Professor Dean C. Worcester, of the University of Michigan, who were instructed to investigate and report upon Philippine conditions and to make recommendations. After the return and report of the first Commission, a second Commission with new duties was sent out consisting of the following members: Hon. William H. Taft, of Ohio; Professor Dean C. Worcester, of the University of Michigan; Hon. Luke E. Wright, of Tennessee; Hon. Henry C. Ide, of Vermont; and Professor Bernard Moses, of the University of California. Later two Filipino members, Dr. T. H. Pardo de Tavera and the Hon. Benito Legarda, were

added to the Commission. To the Second Commission was delegated an additional authority to act; it was to take over the legislative power of the United States in the Philippine Islands with the power of appointment of civil officials and employees. The Military Governor was to remain until affairs should so adjust themselves that they could be taken over by a civil government.

The letter of instructions issued by President McKinley to the Commission constitutes a classic with which every one interested in the Philippines should be familiar. In conclusion, President McKinley states:

"I charge this Commission to labor for the full performance of this obligation, which concerns the honor and conscience of their country, in the firm hope that through their labors all the inhabitants of the Philippine Islands may come to look back with gratitude to the day when God gave victory to American arms at Manila and set their land under the sovereignty and protection of the people of the United States."

The transfer from the military to the civil government was effected on July 4, 1901, and the Commission proceeded with the organization of municipal and provincial governments, the judiciary system and the central executive government. It is interesting to note that the fifth law enacted by the Commission was for the "establishment and maintenance of an efficient and honest civil service in the Philippine Islands."

The growth of the government into a stable institution was attended during the early period by many difficulties which were indeed perplexing at the time. During the period of amendments and changes the public school system was already taking form; and it too was contending with the difficulties incident to this reorganization.

The first steps towards a system of education in the Philippines were taken as early as the year 1634, when Philip IV of Spain ordered that steps be taken for the education of the Filipinos in the Spanish language and in Christian doctrine; and at various times in the succeeding centuries the state and the church gave stimulus to public instruction by royal decree and by appropriation. Nevertheless, it was not until the middle of

the past century, in the year 1863, that the first general system of education was undertaken.

Various regulations fixing the minimum number of schools and teachers were promulgated; but meager as they were, these decrees were not carried out and the school facilities and attendance contemplated were never more than half realized. There were few good school houses, no good furnishings and no modern textbooks. It was not unusual to find the school with no seats for the pupils. Reading, writing, sacred history and the catechism were taught. There was little school discipline or order. Judging from modern school standards, the curriculum left much to be desired.

Under the decree of 1863 and subsequent legislation, the number of public primary schools reached 2167 in 1897. Then the revolt against the Spanish authorities became general and education received little attention until the American occupation. For a period of some years at the end of the 19th century, the public schools were closed almost everywhere.

Manila was occupied by the American forces on August 13, 1898. Within three weeks after that time, seven schools were reopened and a teacher of English was installed in each of them under army jurisdiction. In fact, for a period of more than two years the public schools of the Islands were operated under the military, and one of the first army interests after the occupancy of a town or a village was the establishment of the public school, generally with an American soldier detailed as teacher. Although there was little permanent school organization in this, its moral effect was very great.

The first Manila schools under American control were under the supervision of Father W. D. McKinnon, Chaplain of the First California Regiment. In June, 1899, Lieutenant George P. Anderson was detailed as City Superintendent of Schools for Manila, and later Captain Albert Todd was made Superintendent of Schools for the Philippine Islands. In May, 1900, Captain Todd turned over the work to Dr. Fred W. Atkinson, who had been chosen by the Philippine Commission as General Superintendent of Public Instruction. In the meantime the army

officers and enlisted men continued with the school work, although during the first year of Dr. Atkinson's administration superintendents and teachers began to arrive from the United States.

On January 21, 1901, the Commission passed Act. No. 74, the basis of the present school law, which among other provisions created a Department of Public Instruction. This Act provided for the appointment of 1000 teachers of English from the United States; by the close of 1901 there were 765 American teachers in the Islands. The great majority of these teachers reached the Islands on the famous trip of the U. S. A. Transport Thomas, August 21, 1901.

In 1903 Dr. Elmer B. Bryan succeeded Dr. Atkinson at the head of the school work. Ill health caused him to resign in August of the same year, when Dr. David P. Barrows took charge of school affairs. Dr. Barrows continued at the head of the work till 1909, when he resigned to join the faculty of the University of California. The schools enjoyed ever increasing prosperity, the enrollment rising from 227,000 to more than 450,000 during his administration. Upon the resignation of Dr. Barrows, Mr. Frank R. White became Director of Education. Mr. White did not live to see the full extension of the influence of the Bureau. He died in Manila on August 17, 1913, and was succeeded by Mr. Frank L. Crone, the present Director of Education.

The early history of the Bureau of Education was checked with difficulties and reverses. Most of the teachers were without experience, and with difficulty adjusted themselves to the Philippine situation. Many of them became discouraged, and the Filipinos were dissatisfied with the progress made. In 1902, a widespread cholera epidemic carried away thousands of people and caused the almost total cessation of school work. Practically none of the American teachers understood any Spanish, the language of the educated Filipinos, and none of them except a few who had been soldiers knew anything of the numerous Filipino dialects. There were at first no school books, no supplies, no equipment; teachers were driven to the most natural methods of instruction, and their success under adverse conditions

far exceeded expectations. Schoolhouses had in many cases been destroyed. Others had been used as barracks, prisons and hospitals, and their equipment had been largely lost or destroyed. Besides this, at first there was no general enthusiasm on the part of the people for education. Some children came to school out of curiosity; others were brought in by the municipal police, or by some form of moral suasion which had the effect of compulsion. Attendance was irregular and the amount of tardiness was appalling. The American teachers, however, gradually won the confidence and friendship of the people and the progress made by children who had attended school with regularity began to gain notice.

By the year 1908 the schools throughout the Islands were beginning to receive the business-like support of the whole people. Since that time their popularity has constantly increased until today any suggestion that the work of the public schools be curtailed in any way would meet with a storm of universal disapproval. The people are disposed to make every sacrifice in the interest of the schools. Their greatest efforts, however, have been insufficient to meet the growing demand for education. At the opening of schools in June of 1914, with nearly 500,000 children in average daily attendance, more than 23,000 had to be turned away for lack of room. It is only financial reasons, the absolute necessity for keeping expenditures down to the minimum, and particularly the heroic economic measures which must be adopted because of the present European crisis, that prevent the further extension of the public schools to an enrollment of perhaps 800,000.

ORGANIZATION OF THE PHILIPPINE GOVERNMENT

The organization of the general Philippine Government and its relation to the central government of the United States is set forth in the chart which is produced herewith. The government comes under the administrative control of the War Department at Washington. Like that of any of the states, it is divided into three branches—executive, legislative and judicial. The executive power is vested primarily in the Governor-General, who

is appointed by the President of the United States. The Governor-General is the President of the Philippine Commission, a legislative body and advisory council for the chief executive. There is also a Vice-Governor who is a member of the Philippine Commission. With the Governor-General as President, the Commission is composed of members appointed by the President of the United States. Four of these members are also secretaries of departments or hold department "portfolios"; the other four are advisory commissioners.

The several bureaus of the Insular Government are answerable to the secretaries of their respective departments, who are themselves responsible to the Governor-General. The bureau heads are appointed by the Governor-General with the consent of the Philippine Commission.

At the present time, the personnel of the Philippine Commission is as follows:

HIS EXCELLENCY, FRANCIS BURTON HARRISON, Governor-General.

HON. HENDERSON S. MARTIN, Vice-Governor and Secretary of Public Instruction.

HON. WINFRED T. DENISON, Secretary of the Interior.

HON. CLINTON L. RIGGS, Secretary of Commerce and Police.

HON. VICTORINO MAPA, Secretary of Finance and Justice.

HON. RAFAEL PALMA, Member.

HON. JAIME C. DE VEYRA, Member.

HON. VICENTE SINGSON ENCARNACION, Member.

HON. VICENTE ILUSTRE, Member.

The division of the governmental machinery into its departments and bureaus is indicated in the organization plan included here.

The executive branch of the government is administered in three divisions known as the insular government, the provincial governments, and the municipal governments. Each of the provincial governments is controlled by a central board of three members, of which the Provincial Governor is the Chairman.

The following is a list of the provinces organized by the central government:

Albay	Misamis
Antique	Mountain
Bataan	Nueva Ecija
Batanes	Nueva Vizcaya
Batangas	Occidental Negros
Bohol	Oriental Negros
Bulacan	Pampanga
Cagayan	Palawan
Camarines	Pangasinan
Cavite	Rizal
Cebu	Samar
Ilocos Norte	Sorsogon
Ilocos Sur	Surigao
Iloilo	Tarlac
Isabela	Tayabas
Laguna	Union
Leyte	Zambales
Mindoro	

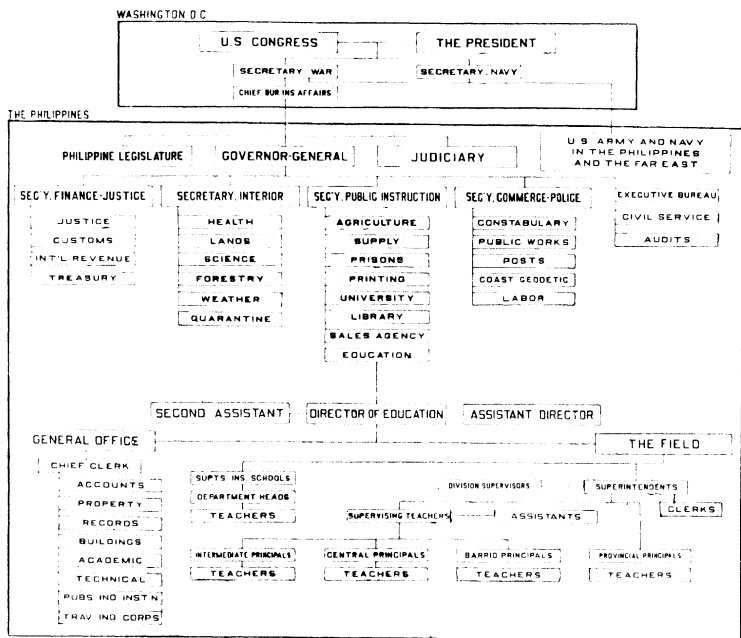
and the special governments of the City of Manila and of the Department of Mindanao and Sulu.

The provinces are divided into an average of about 20 municipalities each. The officials of the municipal governments are elected by the people and are answerable through their provincial boards to the Governor-General. The chief municipal official is the President, who is chairman of the Municipal Council, an advisory and legislative body representing the people.

The Legislature consists of two houses. The upper house is known as the Philippine Commission and has already been explained. The lower house is the Philippine Assembly. The Assembly is composed of 81 members elected by the people, each province having at least one representative. At the inauguration of the Assembly in 1907, the Honorable Sergio Osmeña of Cebu was chosen Speaker, and he has continued to hold that office since. In the United States, the Philippine Legislature is represented by two Resident Commissioners to the House of Representatives at Washington, D. C., without vote. At the present time, these representatives of the Filipinos are the Hon. Manuel Quezon and the Hon. Manuel Earnshaw.

There are some exceptions to this general government outline, as in the case of the special Department of Mindanao and Sulu, which, because of the differences in the customs and religions of the people, has a somewhat different form of government; and the so-called special provinces, inhabited largely by the mountain people of the Philippines, who do not yet share in the general plan of popular government provided for the majority of the

THE PHILIPPINE BUREAU OF EDUCATION ITS PLACE IN THE GOVERNMENT



provinces. The affairs of the mountain people are carried on through the office of the Secretary of the Interior, who has special jurisdiction over their territories.

The judiciary system consists of a Supreme Court of the Philippine Islands, the provincial courts of first instance, and the local municipal justice of the peace courts. The members of the supreme bench are named by the President of the United

States; the judges of the courts of first instance and the justices of the peace are named by the Governor-General, with the consent of the Commission.

The Government of the Philippine Islands holds only such authority as is vested in it by the Congress of the United States, the only sovereign body which can legislate for it. The present government is founded entirely upon an Act of July 1, 1902, known as the Philippines Bill.

ORGANIZATION OF THE BUREAU OF EDUCATION

The Bureau of Education belongs to the Department of Public Instruction, one of the four executive departments of the Insular Government.

The office of the Director of Education is known as the General Office of the Bureau; this is the large central office from which the work in all of its branches is controlled and directed. In the General Office are found also the offices of the Assistant Director and the Second Assistant Director and those of the Chief Clerk and the chiefs of the following divisions: Accounting, Property, Miscellaneous, Industrial, Buildings and Grounds, Academic, and Records. For purposes of administration, the field is divided into 37 school divisions including the City of Manila, the Philippine Normal School, the Philippine School of Arts and Trades, and the School of Household Industries, which are considered as distinct divisions. Each school division is in charge of a division superintendent of schools or, in the case of the four special divisions within the city, a superintendent. The division superintendent is the representative of the Director of Education in his division, and all matters between the General Office and the school division must be handled through him. He is responsible for the school property in the division, for carrying out the policies dictated by the General Office, and for the organization and success of school work generally.

The provincial divisions are divided into from two to 15 districts, each in charge of a supervising teacher, who is immediately under the division superintendent of schools. In addition

to these, the division superintendent is aided directly by special division industrial and academic supervisors.

Under the division superintendents also come the 35 provincial high schools. There are also 19 provincial trade schools, the principals of which are responsible to the division superintendent of schools. (Those provinces which do not have special trade schools carry on some of the trade work in the shop departments of their provincial high schools.) In each province there are also some schools of intermediate grade.

The work of the supervising teacher is so distinct in the Philippine Islands as to need explanation. He is the local representative of the Director of Education and of the division superintendent, and is responsible for the general business control of the schools in his district. But he is also a teacher, a critic teacher; and a great part of his work consists in teaching as he inspects the work of the various schools under him.

But the central idea of the entire organization of the Bureau lies in the executive control which the Director exercises over the complete system. The responsibility for the conduct of school work rests entirely upon the Director, and he in turn holds his subordinates responsible. From time to time the Director calls upon the men in the field for advice; in matters of great moment, or when undertaking new general school activities, or when considering changes in the general school program, the Director invariably calls upon his subordinates for criticism, suggestion and advice. And when he is satisfied that changes should be made, he consequently has at his command an organization that responds readily to his directions.

AIMS, PROCEDURE

In stating briefly the aims and purposes of the public schools, definite recognition is given to the principle that public schools exist for the purpose of giving to each and every citizen an education which will fit him for the freest, happiest and most efficient life possible in the sphere to which his activities will probably be confined. This means, first, to give the great mass of the

population a primary education; second, to give an intermediate education to those who will constitute the substantial middle class of the community; and third, to provide secondary and higher instruction for those who are to assume leadership in thought and action.

It is hoped to bring 800,000 of the 1,200,000 children of school age into the public schools at an early date. Even this figure falls far short of the total number of children of school age, and it would seem at first thought that probably one-third of the children would have to go without an education. This, however, is not the case. If we assume that each year the annual enrollment will be about 600,000, we can also assume that a large number of children will drop out of school while an equal number of new ones will have entered. Some complete the first grade, some the second, others the third, and so on. There is therefore a constant tendency for the number reached by the public schools to approach in a period of years the total number of children of school age in the regions where schools have been established. Schools for the present can not concern themselves with villages where the attendance would fall much below 40, and the difficult problem of taking care of children under such circumstances need not be brought up at the present time.

The work of the Bureau of Education includes the organization and conduct of:

1st. Primary schools which offer a four-year course providing instruction principally in English, simple arithmetic, geography; the rudiments of some useful occupation (industrial work); and organized play and athletics.

2nd. Intermediate schools which give three years additional instruction and which lay great emphasis upon vocational training, including a general course, a course as a preparation for teaching primary grades, a course in farming, a course in housekeeping and household arts, a trade course, and a course for business.

3rd. Schools of secondary grade offering a regular high school course of four years, modified in certain special schools to conform to the aims of such institutions as the Philippine

PHILIPPINE PUBLIC SCHOOL SYSTEM

PRIMARY	INTERMEDIATE	SECONDARY	UNIVERSITY
FOUR YEARS GENERAL 413209 PUPILS	THREE YEARS VOCATIONAL 307266 PUPILS	FOUR YEARS MINOR PROFESSIONAL 5801 STUDENTS	TWO TO SEVEN YEARS PROFESSIONAL AND CULTURAL 1415 STUDENTS
GRADES I - II - III - IV	GRADES V - VI - VII	FIRST-SECOND-THIRD-FOURTH YEARS	FROM TWO-TO SEVEN COLLEGE YEARS
CURRICULUM	COURSES	COURSES	COLLEGES
GENERAL	GENERAL 224 SCHOOLS 18669 PUPILS	GENERAL 37 SCHOOLS 4112 STUDENTS	LIBERAL ARTS JUNIOR COLLEGE 2 YEARS A.B. 2665 STUDENTS
LANGUAGE READING	TEACHING 316 SCHOOLS 4204 PUPILS	NORMAL 1 SCHOOL 672 STUDENTS	SENIOR COLLEGE 5 YEARS A.S. M.S. 951 STUDENTS
NUMBERS ARITHMETIC		NURSING 1 SCHOOL 186 STUDENTS	LAW 3 YEARS LL.B. 143 STUDENTS
HYGIENE CIVICS GEOGRAPHY			MEDICINE AND SURGERY 5 YEARS M.D. 94 STUDENTS
MUSIC AND DRAWING	HOUSEKEEPING AND HOUSEHOLD ARTS 72 SCHOOLS 3234 PUPILS	TRADES 3 SCHOOLS 248 STUDENTS	TROPICAL MEDICINE AND PUBLIC HEALTH D.T.M. C.P.H. 101 STUDENTS
GOOD MANNERS AND RIGHT CONDUCT		AGRICULTURAL 2 SCHOOLS 226 STUDENTS	PHARMACY 3 YEARS PHAR.G. 43 STUDENTS
PLAYS AND GAMES		COMMERCIAL 1 SCHOOL 293 STUDENTS	VETERINARY SCIENCE 5 YEARS D.V.M. 31 STUDENTS
PLAIN SEWING COOKING LACE	TRADES 40 SCHOOLS 3052 PUPILS	SURVEYING 1 SCHOOL 39 STUDENTS	AGRICULTURE 2-4 YEARS B.AGR. B.S.AGR. 53 STUDENTS
EMBROIDERY HATS MATS			FORESTRY 2 YEARS B.S.F. 55 STUDENTS
BASKETRY WOODWORKING GARDENING	FARMING 14 SCHOOLS 1367 PUPILS	NAUTICAL 1 SCHOOL 25 STUDENTS	ENGINEERING 4 YEARS B.S.C.E. 12 STUDENTS
BAMBOO AND RATTAN FURNITURE			FINE ARTS 5 YEARS CERTIFICATE 700 STUDENTS

Normal School, the Philippine School of Arts and Trades and the Philippine School of Commerce.

All instruction in the Philippine public schools is given in the English language.

The original law establishing the present school system provided for 1000 American teachers in 1901. Since that time there has been a reduction in the number of American teachers employed until there are now about 550. The development of a Filipino teaching personnel has been one of the most difficult problems of the past ten years. It is to receive constant and consistent attention; in the educational service, more than in any other department of the government, it has been necessary to begin at the bottom with children in the lower grades, and lay in childhood the foundation in English and in other school subjects which will fit them for efficient work in the present school system. Only now are the young men and women who began their education in the American schools arriving at the years of maturity and judgment which are the first essentials of responsibility in position or office.

When the first American teachers reached the Islands, there were very few Filipinos who could teach English. Since 1901 the present Filipino teaching force of more than 9000 has been prepared. They have taken over almost all of the class work done by American teachers a few years ago, and the retention of such a considerable number of Americans in the service has been made necessary by the continued need for supervision, and by the rapid growth of work in higher education and in such special lines as industrial work and physical training. Today approximately 94 per cent of the entire teaching force is Filipino.

CONVENTIONS, CONFERENCES, ASSEMBLIES

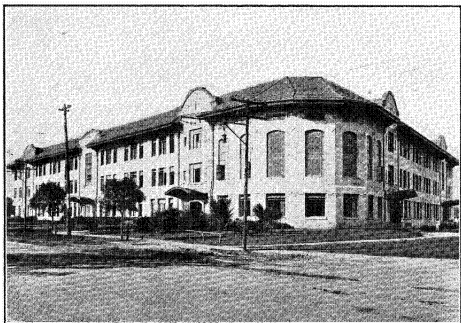
Much of the progress made in the development of the Filipino teaching personnel and in the maintenance of an enthusiastic esprit de corps has been through the well ordered system of conventions, summer institutes and vacation assemblies; and, for the American teachers in particular and for Filipinos as well in increasing numbers during the past three or four years, the summer

camp held in the temperate summer resort at Baguio in the Mountain Province. At annual conventions held either in Manila or at Teachers' Camp in Baguio, all division superintendents are brought together for a period of one week for a general discussion of school work, for criticisms and for plans. Special committees appointed by the Director make careful study and report, not only upon general conditions but usually upon very specific lines. This gives an unexcelled opportunity for division superintendents to get in touch with one another's problems, and for directors and superintendents to come to a clear understanding upon various points of policy and procedure.

At Baguio, in the Mountain Province, the Bureau has maintained a summer camp for teachers since 1908. Each year during the long vacation, several hundred American and Filipino teachers avail themselves of the privileges of this camp at their own expense. The camp is provided with a large mess hall, a social hall, a dormitory for Filipino women, dormitories for Filipino men, six cottages, one class room building, several hundred tents and a fine athletic field. Distinguished lecturers from abroad and from the Islands give courses upon educational and general subjects; conferences are held for supervising teachers, for industrial teachers and for high school teachers and principals. For rest, for recuperation, for a vacation among pleasant and congenial surroundings, the opportunities of Teachers' Camp are unexcelled. The high altitude gives Baguio an ideal and invigorating climate conducive to outdoor sports and recreation. The Benguet country contains the richest scenery in the Philippines—pine-clad hills, wonderful gorges, beautiful valleys and vistas from the mountains to the sea. The object of this annual assembly is to provide for the benefit of employees of the Bureau the best possible vacation conditions, climatic, social and otherwise, without the necessity of their leaving the Islands. While the outdoor life at Baguio is itself a leading feature, a part of the plan has been to furnish for those who desire it opportunity for keeping in touch with the thought of the times so that mental growth may keep pace with physical recreation. There are also

included in the assembly program special courses in the leading industrial lines of the schools.

An annual summer assembly is also held in Manila for Filipino teachers. During the past nine years, this assembly has been providing an excellent five-weeks course for an average of about a thousand teachers each year. At this vacation assembly Filipino teachers are given instruction in the industrial courses and in organized play and athletics; they also have opportunity to improve themselves along academic and professional lines. Not the least valuable feature of this assembly is the benefit derived



SPLENDID NEW CONCRETE BUILDING OF THE PHILIPPINE
NORMAL SCHOOL, MANILA.

from mutual intercourse and exchange of ideas, and through a visit to the metropolis of the Philippines. Trips of inspection are made to the principal points of interest. The broadening of the teachers' horizon caused by this annual meeting of enthusiastic co-workers from all parts of the Islands, who speak naturally distinct native dialects but who converse in the English language

as their common tongue, has done much to arouse a national consciousness.

In addition to the vacation assembly held at Manila for the few hundreds of teachers who can make the trip there, each division holds an annual provincial normal institute in which similar courses are given. These provincial institutes are an extension of the annual assemblies held in Manila and Baguio, and their faculties are as a rule made up of those American and Filipino teachers who have received instruction in the large Insular institutes. In fact the institutes of Manila and Baguio are organized largely to provide for this normal extension work from the capital into the provinces.

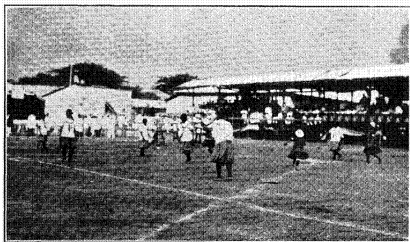
The idea of conventions is carried into the division and into the school district, and the meetings of supervising teachers with the division superintendent and of classroom teachers and principals with the supervising teacher emphasize locally the benefits to be derived from such conferences.

FINANCES

As is already repeated elsewhere in this pamphlet, the full cost of the operations of the Philippine public schools, and of the entire Philippine government is borne by the people of the Philippine Islands through a well-regulated system of general taxation. For specific figures and details attention is invited to the statistics appearing elsewhere in these pages.

The school revenues come from various sources into the Insular Treasury, provincial treasuries and municipal treasuries. A fourth series of revenue is in the form of voluntary contributions of money, land, labor, and materials, and this source is an appreciable addition to the government revenues. The money available from the insular treasury for the support of public schools is from direct appropriation by the Philippine Legislature, and is covered in the annual budget, as well as in special acts particularly in the way of building construction and other permanent improvements. The statutes do not fix upon any particular portion of the provincial income for school purposes; the provin-

cial boards are responsible for the upkeep of certain schools of a provincial nature such as the high schools, trade schools and special institutions, as well as for the support of the offices of division superintendents. The amount of money made available each year by the various provincial boards is of some consideration, though very small when compared with the insular and municipal figures. The law provides that a certain proportion of the revenues accruing to the municipal treasuries be expended



FILIPINO GIRLS AT INDOOR BASEBALL.

in the interest of the public schools. This money is made available through the action of the municipal councils and upon the recommendations of the division superintendents of schools.

Pupils' funds also play an important part in the minor activities of the schools, such as athletics, libraries, societies, clubs, school lunches, industrial work and entertainments. These funds are derived from receipts from entertainments, profits on industrial articles, contributions, club dues, and other sources.

SPECIAL SCHOOLS

The institutions which come under the heading of special insular schools are the Philippine Normal School for the training

of teachers; the Philippine School of Arts and Trades, which maintains intermediate and secondary courses in its different departments; the Philippine School of Commerce, which provides high school courses in commercial subjects; the Central Luzon Agricultural School, which is the highest school of this type under the Bureau of Education; the School for the Deaf and Blind in Manila, which takes care of a limited number of defective children; the School of Household Industries, which provides instruction in embroidery, lace and garment making, and accommodates about 150 adult young women without any special academic qualifications; and the Philippine Nautical School, operated in conjunction with the Philippine School of Arts and Trades, providing for the nautical profession which has a big place in the transportation problem of the Archipelago.

THE UNIVERSITY OF THE PHILIPPINES

The University of the Philippines is established as a national school for higher education. It is a new institution and has graduated but a few classes. Among its buildings are two fine structures, University hall and the College of Medicine, on the Campus in the city of Manila. As it is now equipped with buildings, faculty and furnishings, it is able to do the work as thoroughly as any good university; in fact, its colleges and departments provide for every university need of this country far better than could universities abroad. It is distinct from the Bureau of Education, and is controlled by a Board of Regents under the chairmanship of the Secretary of Public Instruction. The Director of Education is a member of the Board. It embraces the colleges of Liberal Arts, Law, Medicine and Surgery, Agriculture, Veterinary Science, Engineering, and Fine Arts. Its enrollment at the present time is about 1500 students. The opportunity opened to the University of the Philippines is an unusual one. Centrally located as it is in the Far East under a government with modern and liberal institutions, it should become a great center of learning for the Orient.

PRIVATE SCHOOLS

But not all of the instruction of the younger generation is given in the public schools of the Philippines. There exist many hundreds of little private institutions, dozens of academies and secondary schools and convents for boys and girls, and a considerable number of universities, colleges and theological seminaries, for higher education particularly along professional and cultural lines. These schools are scattered throughout the Islands, the more important and higher ones being located in Manila and



THE NATIONAL GAME—A TYPICAL, PHILIPPINE
PLAY SCENE.

in the larger provincial capitals. The better ones are conducted under the auspices of the various churches. Their courses of instruction are principally cultural and embrace a measure of religious instruction.

COURSES OF STUDY

The courses of study as they are set forth in this pamphlet have now been in operation in approximately their present form for the past four years. They are the result of much experiment, particularly in their industrial features. The first attempt to

put into effect a course of study for the public schools was in 1904. Subsequent revisions of this course were made in 1908 and again in 1909, and the present course was adopted in 1911.

The present courses are strictly adhered to in all of the schools of the Islands; in fact, any deviation from them must have the specific previous approval of the Director. Promotions from grade to grade are based upon the work done in all of the prescribed lines, and from grade III up upon a system of examinations conducted by the General Office.

With the courses given in detail in the following pages, it is believed that a curriculum has been established which for the present meets the situation adequately. However, even now thought and attention are being given to important suggested changes in the intermediate courses, particularly the courses for business and for teaching, with the idea of providing higher academic standards. One important factor in the present course of study is that it has been built up from the lowest grades—not down from the higher ones. In fact, it has been the constant purpose to create courses of study which shall provide first of all for the education of the masses through the primary schools; and upon this foundation to build the higher education which only the very few may hope to enjoy. The same principle has been consulted in the preparation of the courses of study for the University of the Philippines, so that they follow logically upon the public school courses.



TEACHERS' CAMP AT BAGUIO UP IN THE HIGHLANDS,
WHERE TEACHERS SEEK REST AND RECREATION.

PRIMARY COURSE OF STUDY

Grade I (4½ hours)	Grade II (5 hours)	Grade III (5 hours)	Grade IV (5 hours)
Chart, Chart Primer	Reading	Reading	Reading and Spelling
First year book	First Reader	Second Reader	Third Reader
30 min. daily	30 min. daily	30 min. daily	30 min. daily
Language	Language	Language	Language
Conversation	30 min. daily	30 min. daily	30 min. daily
30 min. daily			
Numbers	Arithmetic	Arithmetic	Arithmetic
Combinations to	30 min. daily	30 min. daily	30 min. daily
10			
30 min. daily			
Sewing and Weaving	Industrial Work	Minor Industries	Minor Industries
60 min. daily	60 min. daily	80 min. daily	90 min. daily
Music	Music	Music	Music—3 days a week. Civics
20 min. daily	20 min. daily	20 min. daily	(a)—2 days a week. Hygiene and Sanitation
			(a)—2 days a week.
			20 min. daily
			Geography
			Text in this year only.
Study period	Study period	Three periods a week	30 min. daily
		Freehand Draw- ing	
		Two periods a week	
Writing	Writing	Writing	Writing
(No copy book)	Movement Ex- ercises	Words and Sen- tences	Three days
20 min. daily	20 min. daily	20 min. daily	Drawing
Spelling and Phonics	Spelling and Phonics	Spelling and Phonics	Two days
20 min. daily	20 min. daily	20 min. daily	Study period
Recreation	Recreation	Recreation	Recreation
Games and plays	40 min. daily	40 min. daily	30 min. daily or equivalent
40 min. daily			

(a) Hygiene and sanitation, first semester; civics, second semester.

INTERMEDIATE COURSES—3 Years

(Minimum time, 5 hours and 40 minutes; 2 sessions required in all cases. Recitation periods generally 40 minutes.)

GENERAL COURSE

Grade V	Grade VI	Grade VII
Grammar and Composition	Grammar and Composition	Grammar and Composition
Reading and Spelling	Reading and Spelling	Reading and Spelling
Study period	Study period	Study period
Music, $\frac{1}{2}$ period daily	Geography	History and Government
Writing, $\frac{1}{2}$ period daily		
Study period	Study period	Physiology and Hygiene and Sanitation
Drawing: Boys and girls one double period a week	Drawing: Boys and girls one double period a week	Drawing: Boys, two double periods a week. Girls: One double period a week
Industrial work: Four double periods a week	Industrial work: Four double periods a week	Industrial work: Boys, woodworking, three double periods a week. Girls: Housekeeping, four double periods a week
Boys: Basketry, hand weaving	Boys: Gardening	
Girls: Housekeeping	Girls: Housekeeping	

COURSE FOR TEACHING

Grade V	Grade VI	Grade VII
Grammar and Composition	Grammar and Composition	Grammar and Composition
Reading and Spelling	Reading and Spelling	Reading and Spelling
Study period	Study period	Study period
Arithmetic	Arithmetic	Arithmetic
Music, $\frac{1}{2}$ period	Geography	Physiology and Hygiene and Sanitation
Writing, $\frac{1}{2}$ period		History and Government
Study period	Study period	School Methods and Management: Three single periods a week
Drawing: One double period a week	Drawing: One double period a week	Practice Teaching: Daily
Industrial work: Four double periods a week	Industrial work: Four double periods a week	

INTERMEDIATE COURSES—Continued

COURSE IN HOUSEKEEPING AND HOUSEHOLD ARTS

Grade V	Grade VI	Grade VII
Grammar and Composition	Grammar and Composition	Grammar and Composition
Reading and Spelling	Reading and Spelling	Reading and Spelling
Study period	Study period	Study period
Arithmetic	Arithmetic	Arithmetic, daily or two double periods a week
Drawing, one double period a week	Drawing, one double period a week	Drawing, one double period a week
Needlework, four double periods a week.	Needlework, four double periods a week	Hygiene and Sanitation, two double periods a week
		Cooking and Housekeeping, two double periods a week
Cooking and Housekeeping, three double periods a week.	Cooking and Housekeeping, three double periods a week	Needlework, four double periods a week
Hygiene and Home Sanitation, two single periods a week	Hygiene and Home Sanitation, two single periods a week	Ethics, one double period a week
Ethics, two single periods a week.	Ethics, two single periods a week	

COURSE IN FARMING

Grade V	Grade VI	Grade VII
Grammar and Composition	Grammar and Composition	Grammar and Composition
Reading and Spelling	Reading and Spelling	Reading and Spelling
Arithmetic	Arithmetic	Arithmetic, twice a week
Agriculture	Agriculture	Agriculture, three double periods a week
		Drawing, one double period a week
Study period	Study period	Study period
Farmwork, three consecutive periods daily	Farmwork, three consecutive periods daily	Farmwork, three consecutive periods daily
Carpentry and repair work, on rainy days, or when needed	Tool work, and blacksmithing, on rainy days	Theory of agriculture and laboratory work, on rainy days

INTERMEDIATE COURSES—Continued

TRADE COURSE

Grade V	Grade VI	Grade VII
Grammar and Composition	Grammar and Composition	Grammar and Composition
Reading and Spelling	Reading and Spelling	Reading and Spelling
Arithmetic	Arithmetic	Arithmetic, daily or two double periods a week
Drawing, one double period daily	Drawing, three double periods a week	Drawing, two double periods a week
	Study, two double periods a week	Estimating, one double period a week
Shopwork, one double period daily	Shopwork, three consecutive periods daily	Shopwork, three consecutive periods daily
Study period		

COURSE FOR BUSINESS

Grade V	Grade VI	Grade VII
Grammar and Composition	Grammar and Composition	
Reading and Spelling	Reading and Spelling	Reading and Spelling
Arithmetic	Arithmetic	Arithmetic
Geography	Geography	Geography
		History and Government
Spelling and Dictation	Spelling and Dictation	Business Correspondence
Penmanship and Plain Lettering	Bookkeeping	Bookkeeping
Typewriting	Typewriting	Typewriting

HIGH SCHOOL COURSE OF STUDY—4 Years

First Year	Second Year	Third Year	Fourth Year
Algebra	Plane Geometry	*Review Arithmetic	*Solid Geometry (optional)
		*Advanced Algebra (optional)	Latin (optional)
Literature	Literature and Composition	Literature and Composition	Literature
			*Composition and Rhetoric
			*Business English
Composition	*Physical Geography	Biology (double period daily)	Physics (double period daily)
	*Government		
General History	*General History	*Colonial History	Economic Conditions in the Philippines
	*United States History	*Commercial Geography	

*Half-year subjects.

TEXT-BOOKS AND PUBLICATIONS

Before the establishment of the American schools, whatever education the average boy or girl received was primarily as a preparation for attendance upon and participation in religious services. The books used were few, poorly made, and of the stereotyped question-and-answer variety. Most of the books used in the secondary schools followed this plan, and were mere compendiums giving brief treatments of many subjects. The military authorities which handled the schools were at once impressed with the need of textbooks and sent to the United States for them. Through the mistaken idea on the part of the officials in the Islands or in the United States as to conditions in the Islands, editions of a number of texts in the Spanish language were ordered. A better acquaintance with conditions then led to the introduction of textbooks in English, textbooks which were prepared for American children and entirely unsuited to the school needs of the Philippines. This condition was early recognized, and in the course of a few years considerable progress was made in the preparation of special texts for Philippine schools, by educators of long experience in the Islands who gave these matters special study.

At the present time all of the primary and intermediate textbooks, except music and some supplementary reading books, have been prepared especially for the Philippines. In the high schools especially prepared texts are not so necessary, but they are provided in a few subjects where the need is apparent, as in commercial geography, colonial history, and economic conditions of the Islands; in other texts, chapters dealing especially with the Philippines have been added.

Most of the work in the revision of the textbook series has been done by the directors through advisory textbook committees. Several large book concerns in the United States interest themselves in Philippine textbooks, and arrangements have been made for the adoption of books upon a five-year basis. Under this program, the matter of texts must have consideration only once in five years, when the book companies have their representatives on the ground in Manila and the advisory textbook committee

composed of directors, division superintendents and teachers has its sessions.

At the present time approximately 91 per cent of the total quantity of textbooks used is of those written especially for the Philippines. While improvements are still possible in many of the books and will eventually be made, they are on the whole satisfactory, and will compare favorably with textbooks used in American schools. One of the particular aims in building up the textbook series was to give adequate weight to the fact that such books are to be used by boys and girls who come to school with no oral knowledge of the English language; that these texts must be designed to help pupils acquire the ability to use English naturally in oral speech—a difficulty which the average American textbook does not contend with.

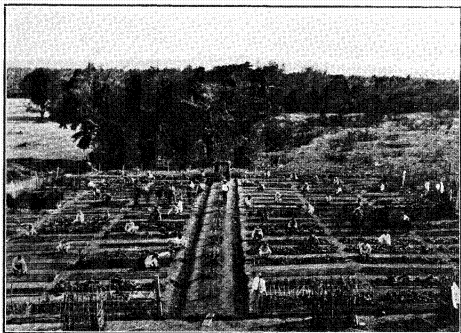
Aside from the general problem of textbooks, the Philippine schools have engaged in a considerable amount of other publication work to meet the usual needs of a big bureau and the special needs which are constantly arising. The publications of the Philippine Bureau of Education include the series of annual reports; a bulletin series including school and home gardening, housekeeping and household arts, school buildings and grounds, athletic handbook, the service manual of the Bureau, school libraries, good manners and right conduct, an elementary course in plain sewing, and bulletins covering the special insular schools and many other phases of the industrial work; a series of civico-educational lectures for the general public; and *The Philippine Craftsman*, a magazine published monthly during the school year in the interest of industrial education. These publications serve sometimes as texts, at others as handbooks for the use of teachers, and frequently for the general information of the teaching force and the student body. They have been a very potent factor in organizing promptly throughout the school system the activities which have been determined upon by the directors.

SOME SCHOOL ACTIVITIES

A consideration of the activities of the Philippine public schools will cover generally the three main lines—academic educa-

tion, industrial instruction and physical training. Beyond these are the many other activities in which the schools are interested, among them the administration and organization, the campaigns for buildings and sites, for personal and community hygiene and sanitation, public welfare and social work, and economic research.

Throughout the discussion of the Philippine school system in this pamphlet and throughout the exhibit in this Exposition, it is the purpose to emphasize more than anything else in the school system the idea that it is a *system* in the fullest sense. Such a



A SCHOOL GARDEN IN THE PROVINCE OF TAYABAS, P. I.

central organization is so effective in results as to advocate itself to school people generally. Through such central control all of the schools may, in the shortest possible time, profit from the educational advances made in widely separated sections, and the remotest and most backward districts may receive the same benefits as do the more central and progressive localities. Such an organization carries with it immense powers for good, not only in its own operations but also in cooperation with governmental and other agencies.

Here, as in many other countries, steps are being taken to extend the activities of the schools, this action due largely to the growing conviction that if the schools are to prepare for life, they should be brought into closer contact with the problems of the day, and should assist in their solution—in reality social economy work. It is rapidly becoming the belief that expensive school buildings and sites, forces of well trained teachers, and the numerous potentialities of school children themselves must be utilized to a greater extent, not only for the benefit of the children but for that of the community as a whole. The Philippine



THE CEBU BASEBALL TEAM, MANY TIMES INTER-SCHOLASTIC CHAMPIONS OF THE ISLANDS.

schools have stood ready to assist in the dissemination of much practical knowledge not found in school books.

In the Philippines the schools are perhaps brought closer to the people than in any other country in the world. This is due perhaps to the fact that there has been work to do and no other organization has been so well equipped to undertake it. Through its gardens, farms and food campaigns the agricultural interests

have been aided. Arbor Day, Garden Day, and Clean-up Week have made their contributions through the schools; children have been turned out to fight the locusts. For the public land service, a special class for surveyors is conducted in the Manila High School. Assistance has been given to the Bureau of Health in many, many instances by the information which has been disseminated concerning epidemics and health. The schools, in conjunction with the Bureau of Health, undertook several years ago the training of Filipino girls as nurses, and still assist the Bureau of Health in that work. Aid has been given to the Bureau of Posts in popularizing its postal savings bank and in other ways. The central Executive Bureau, the Bureau of Forestry, the College of Veterinary Science, and the Bureau of Printing have all of them had occasion to call upon the public school organization for assistance in many branches. For several years the public school has been doing pioneer work in a public welfare movement. Through its library, its literary societies and its entertainments, the schoolhouse has become the social center of the community.

Elsewhere in this pamphlet is included a complete discussion and tabulation of the courses of study which in themselves explain very fully the academic work. The academic training emphasizes several big phases; first of all the use of the English language and acquaintance with literature through this tongue, the development of linguistic unity to further national unity; training for citizenship and health, and for the improvement of the standards of living; continued emphasis upon mathematics from the first numbers taught in Grade I through algebra and geometry in the high school courses, this branch itself a severe education in logic and reason, as well as an equipment for business affairs; outside of these, the cultural branches such as music and drawing, and the special scientific studies.

Among the subjects of the general course included in the training for citizenship and health are geography, school societies, civics and hygiene, physiology, Philippine history and government, sanitation, general history, physical geography, general government, United States history, colonial history, commercial geog-

raphy, economics and economic conditions in the Philippines. The school is giving to the people something which they have never known before—something new, something up-to-date to think about. It is giving them a knowledge of the outside world which was formerly open only to a few. Nor is this knowledge being confined only to the school children; they have a big part to play in transmitting to their elders the facts which they learn in school, particularly along sanitation, civics, and industrial lines. The schools are called upon by law to conduct each year a series of popular lectures intended for the enlightenment of the masses of the people. These lectures are given by the teachers, generally in school buildings, in the native languages. They cover such subjects as the rights and duties of Philippine citizens, the prevention of diseases, diseases of animals, coconuts, corn, rice, coconut diseases and the housing of the public schools.

In its program for the physical training of school pupils are included plays and games, calisthenics, the playground movement, group games, individual athletic tests and competitions, and such special forms as baseball, basket ball, tennis and track and field sports. There are games for both boys and girls. There is a complete athletic organization which begins with the athletic club in the individual school, has its inter-school and inter-district unions, its larger provincial athletic leagues, its dozen or so inter-provincial athletic associations, and finds its culmination in the annual interscholastic athletic meet held in Manila in connection with the Philippine Carnival.

The schools have devoted themselves to the problem of putting into operation a program of industrial instruction which will be at once logical in its sequence from grade to grade and in close harmony with the industrial needs of the country; and which will prepare boys and girls in a practical way for the industrial, commercial and domestic activities in which they are later to have a part. This must be considered as the biggest single item to which the public schools are bending their energies. This industrial training divides itself into four groups: trade school work; special work for girls including sewing, embroidery and lace; gardening and farming; and the minor industries, particu-

larly handweaving. The results which are met with along these lines are evidenced in the exhibit at the Exposition and are discussed under the exhibit proper.

Ten years ago there were few buildings in the Philippine Islands suitable for school use, and even at this time the great majority of the school houses throughout the provinces are rude, temporary structures which should be abandoned as soon as possible. The problem of building construction has had consistent attention for



A TEMPORARY RURAL, SCHOOL, BUILDING
OF THE OLD TYPE.



A MODERN RURAL, SCHOOL, BUILDING OF
STANDARD PLAN, REINFORCED CONCRETE.

years past, and a considerable advance has been made. The need is so manifest to the people and to the government that large sums of money have been appropriated and excellent buildings are being erected in all parts of the Archipelagos. Standard plans for reinforced concrete buildings of from one to twenty rooms have been adopted. Architecturally, these structures are pleasing in design and admirably adapted to the requirements of this tropical country. And a first requisite before the construction of a permanent building

is authorized by the central office is that a school site be provided, adequate for the building, the garden, and the playground. The minimum set is $1\frac{1}{4}$ acres for rural schools, and $2\frac{1}{2}$ acres for central municipal schools.

It may not have occurred to the reader that the public schools are concerning themselves greatly with moral instruction. Yet it is true that in the primary and intermediate grades the pupils receive regular instruction in good manners and right conduct, and the things they learn in books are put to practical test on the playground, in their societies, and wherever they meet.

While the Bureau has had to practice many economies in recent years, it is able to continue with the system as it stands today with but little increase in the amount of money allotted for school purposes. Additional sums of money could be used to advantage, particularly in opening new rural primary schools, in extending certain industrial branches, and in providing for classes in higher education. There is an insistent demand for higher classes in all parts of the Islands; municipal and provincial governments are requesting the further extension of intermediate and secondary education; at the present time the bureau is hardly able to provide for all eligibles who desire to enter the secondary classes.

The growth of the public school system under American supervision in the Philippines during the past ten years has been a very substantial one, yet the opportunity presented for future development is enormous. Other countries, with educational systems long established on orthodox lines, encounter almost insurmountable difficulties in the reorganization of those systems upon a practical basis. In the Philippines, the administration of the schools has been hampered by no embarrassing precedents; up to the present it has had reasonably ample funds with which to execute its plans; and, best of all, it has in a most gratifying measure the moral support of both Americans and Filipinos in its attempt to build up in the Philippines a system of instruction which will promote the industrial efficiency, and the material and intellectual well-being of the population. Such another opportunity probably never existed anywhere.

FACTS AND FIGURES



THE OLD CATHEDRAL, MANILA.

The Philippine Islands lie southeast of the continent of Asia, about 600 miles from the mainland. They became known to Europe through their discovery by Magellan in 1521. Before this time they were known to Ori-

ental trade, and certain centers enjoyed a small measure of Oriental civilization. At the time of the discovery, the inhabitants of the archipelago numbered perhaps half a million.

The first real attempt at Spanish government in the Islands was made by Legaspi in 1571. The old walls of the City of Manila were commenced in 1590 and are still standing. They enclose the "Walled City" of Manila and are about two and a half miles long.

In 1634, the first steps towards popular education were taken.

The University of St. Thomas was founded in 1610. It is the oldest university under the American flag.

The Philippines enjoyed a European civilization after Spanish ideals before there was any permanent settlement in continental United States.

The first governor of the Philippine Islands was Legaspi in 1571. Other prominent governors since his time were de Murga, 1595; Bustamante, 1717; de Anda, 1762; Claveria, 1844; Urbistondo, 1850; de la Torre, 1869; de Rivera, 1897.

Polavieja was Governor at the time of the Philippine insurrection of 1896. With the American occupation, Jaúdenes, the last Spanish Governor-General, surrendered to General Merritt.

Under the American Civil Government, the Honorable William H. Taft, of the Second Philippine Commission, became the first Civil Governor in 1901. The American Governor-

Generals since have been the Honorable Luke E. Wright, the Honorable Henry C. Ide, General James F. Smith, the Honorable W. Cameron Forbes, and the Honorable Francis Burton Harrison, the present Governor-General.

The Archipelago embraces approximately 3000 islands, large and small. The distance from north to south is 1152 miles. The greatest distance from east to west is 682 miles. In land area, the Islands cover 127,853 square miles; this is approximately the same area as that of Japan, or Italy, or the New England States with New York and New Jersey combined. California has about 156,000 square miles of land area.

The Philippines have more than twice the land area of the island of Java. Java supports a population of 30 millions; at this rate, the Philippines can maintain a population of 70 or 80 millions. The census of 1903 places the population of the Philippine Islands at 7,635,426.

The people belong to the Malay race; this stock has in some localities been somewhat modified by Chinese and European admixture. About one-tenth of the population is found among the mountain peoples of Luzon and Mindanao and the Mohammedans of the southern islands. As a rule the mountain people do not profess other than pagan religions.

The primitive inhabitants were a race of dwarf negroes known as Negritos. Remnants of this people are to be found in the hills and mountains of some localities. In the social scale, they are among the lowest of mankind.

The first Malay invasion brought several tribes of what are now the mountain people, such as the Igorots. Later Malay invasions from Borneo and the Malay Peninsula brought the Tagalogs, Ilocanos, Visayans and other people who comprise the present-day Filipino population. With the later invasions, the earlier inhabitants retired farther into the hills and mountains.

The present population includes about 40,000 Chinese, 4,000 Spaniards, 8,000 American civilians and several thousand other foreigners.

Until 1819, the Philippine Islands were governed as a dependency of Mexico, which was itself a vice-royalty of the



A COUNTRY ROAD.

crown of Spain. Nearly all of their commerce with the western world was conducted by the Galleon trade through Acapulco, Mexico and the Isthmus of Panama.

The principal exports of the Islands are hemp, coconut products, sugar, tobacco and

forest products. The principal imports are rice and manufactures.

The total foreign trade amounts to about \$110,000,000 per year, equally divided between exports and imports. Nearly one-half of this trade is with the United States. The favorable legislation of the past few years has increased the commerce between the Islands and the United States to three times the figures of a few years ago.

The taxable internal business of the Islands in 1913 amounted to \$333,000,000, an increase of 75% over the figures of a few years before. The total annual government revenues, insular, provincial and municipal, amount to approximately \$16,000,000.

The total per capita tax for all government purposes is, in round numbers, \$2 per annum. The annual per capita cost of education is less than \$0.50.



A VILLAGE STREET.



THE ESCOLTA, MANILA'S CHIEF BUSINESS THOROUGHFARE.

The entire cost of the public schools of the Philippine Islands is paid by the people of the Philippine Islands. The same statement holds true for all branches of the Philippine government. In other words, the Philippine government is self-supporting.

The Philippine Civil Service provides for a system of merit appointments and promotions which also holds in the teaching service of the Bureau of Education. Even in the case of the three positions in the directorate of the Bureau, which are appointive officers outside of the civil service, the appointments made during the past decade have all been of men who have seen provincial service in its varied forms, beginning as classroom teachers. The system of merit promotions is one of strongest features of the organization.

The Filipinos speak a Malay tongue which differs so greatly from place to place that a number of distinct dialects and a far greater number of sub-dialects are recognized. A person speaking one dialect is not understood by one speaking only a different dialect.

Spanish is still spoken to some extent principally by the educated upper class of the older generation.

English has been taught in the public schools since 1899. It is now the official language.

Rice is the staff of life. It is supplemented by corn, fish, fruits, vegetables and meat.

The land, largely of volcanic origin, is extremely fertile, and through proper irrigation, it will generally respond with two crops per year.

In wealth of forests, the Islands rank among the very richest sections of the world, and abound in fine woods for interior finish and cabinet purposes.

The seas, rivers and lakes abound in many varieties of excellent fish and other sea foods.

The mountains are rich in minerals which have hardly been touched.

Grazing will in time be a source of great wealth.

Forest, field and swamp bring forth abundant harvests of minor industrial materials, which are the basis of the handicraft industries now being introduced.

As a country, the Islands are favorably located within easy reach of the world's great markets. Within a radius of a few days from Manila, by steamer, is to be found approximately one-half of the entire population of the globe. With Manila as

its depot, these great commercial possibilities are brought closer to American trade than to that of any other of the producing western nations.

The Filipinos occupy a unique position among the peoples of the Orient. The centuries of western training they have had under the Spanish regime have made them a Christian people, the only Christian people in the Far East; have made western civilization and culture in all its branches the civilization and culture of the Filipinos.

The matter of public health may be disposed of by saying that the observance of very simple rules of hygiene is almost sure guarantee of normal health. Epidemics are now almost unknown and are immediately controlled when they make their appearance. The public health service ranks among the highest achievements of the American government in the tropics.

The climate is tropical, warm, the average temperature being about 80° F. The evenings and nights are generally cool. April and May are the hottest months for the greater part of the Islands.

There is a rainy season and a dry season, the rains beginning about June and ending about October.

The United States army and navy have in the Philippines representation distinct from the Philippine government. There are military reservations and fortifications, and troops to the number of several thousand under a commanding general; also a naval base with a contingent of marines and the constant presence of certain ships of war. This is the only expenditure which the United States government has to meet in the Philippine Islands with the exception of a portion of the Coast and Geodetic Survey work.

The Secretary of Public Instruction for the Philippine Islands is at present the Vice-Governor, Hon. Henderson S. Martin.

The directorate of the Bureau of Education is:

Frank L. Crone, Director of Education.

Charles H. Magee, Assistant Director of Education.

Walter W. Marquardt, Second Assistant Director of Education.

The following tabulation sets forth the unit system of education, in which each unit completes the school training for a definite station in life:

THE UNITS (Courses Completed)	No. of Years in School	What is This Person Good For?	What is He Worth as a Citizen?
Grade I. (Primary) Primary	1 4	A literate laborer Intelligent worker	A literate citizen The boy is educationally well qualified for franchise. The girl is trained in the care of the home
Intermediate	7	A well schooled person, trained for a good station in life	The boy is educationally qualified for local leadership The girl is a good housekeeper and will make a real home
Secondary	11	Educated and fitted for an efficient, intelligent career	Qualified for leadership in political, social, economic and domestic affairs
University	13 to 17	Fitted for the highest position, professional, commercial or industrial	Educationally qualified for the highest office the people have to give for National leadership in political, social and economic affairs

Some features of the public school system:

Grade courses: Primary, intermediate, secondary and University.

Balanced curriculum: Academic, vocational, physical.

Differentiation of work for boys and girls.

Specialization in the intermediate grades.

A primary course has been provided to meet the needs of pupils who will probably receive no education beyond the four grades of the primary course; therefore:

Practical instruction in hygiene and sanitation.

Training for citizenship.

Moral education.

Education in home making.

Industrial and vocational education.

Physical training.

In evolving the present school system the government has:

Profited by Spanish experience.

Studied the desires and needs of the Filipino people.

Made economic and educational surveys.

Consulted foreign countries having similar conditions.

Followed the best educational traditions.

Made first-hand experiments.

The progress in public education has been made possible by absolute executive control over a single complete system with continuous public support and a loyal corps of teachers.

Upon the hypothesis that individual economic independence is the basis of citizenship, every pupil in the elementary grades is required to take up industrial training.

Pupils are admitted to the public schools at the age of 6 years. The average age of children entering school is between 7 and 8. The average age of students graduating from the fourth year of the secondary course, the last of the 11-year course, is about 20 years.

The average age of the pupils engaged in the making of the industrial articles included in the exhibit at this Exposition is approximately 15 years. The average age of the trade school boys who constructed the hardwood furniture is about 17 years. (The following figures for the school year 1914-15 are for the months June to December, 1914, inclusive.)

Note: These figures cover the public schools only.

Number of school divisions.....	37
Number of supervising districts.....	236
Primary schools	3,851
Intermediate schools	307
Secondary schools	41
(Including regular provincial high schools and special schools giving secondary subjects.)	

Total number of schools.....	4,199
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ENROLLMENT AND ATTENDANCE:

	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance
Primary	539,757	465,679	412,560
Intermediate	41,888	37,714	35,563
Secondary	7,565	6,842	6,557
Total.....	589,210	510,235	454,680

		Output, 1914
Number of trade schools	19	\$73,836.31
Number of provincial school shops.....	13	5,495.68
Number of municipal school shops.....	267	18,947.14
		<hr/>
Total.....	299	\$98,279.13

GRADUATES :

Year	Primary	Intermediate	Secondary
Before 1907-08	about 10,000	about 700	3
1907-08	4,954	1,051	11
1908-09	7,273	1,529	about 88
1909-10	9,992	2,108	122
1910-11	11,760	2,436	222
1911-12	11,200	3,062	221
1912-13	14,040	4,695	342
1913-14	15,976	4,585	407
	<hr/>	<hr/>	<hr/>
Total.....	85,195	20,166	1,416

(Graduates for 1914-15 about the same as for 1913-14.)

CORN CAMPAIGN :

1913-14

Number of entries in Contest No. 1.....	19,270
Number of entries in Contest No. 2.....	24,291

SCHOOL GARDENS :

For the school year 1911-12 there were.....	2,570
For the school year 1912-13 there were.....	2,310
For the school year 1913-14 there were.....	3,236
For June-December, 1914, there were about.....	3,300

HOME GARDENS :

For the school year 1910-11 there were.....	10,330
For the school year 1911-12 there were.....	22,958
For the school year 1912-13 there were.....	35,719
For the school year 1913-14 there were.....	41,642
For June-December, 1914, there were about.....	44,000

The average number of years of service of the American employees in Bureau of Education on October 15, 1914, was 5 years, 3 months, and 27 days.

Number arriving before December 31, 1901, who are still in the service as teachers.....	74
Number arriving before December 31, 1901, still in the service of the Bureau of Education other than as teachers.....	22

PERMANENT SCHOOL BUILDINGS :

Number of permanent high school buildings.....	24
Number of permanent trade school buildings.....	28

Number of other permanent provincial buildings, including dormitories, special industrial buildings, etc.....	14
Number of permanent municipal school buildings.....	682
Number of permanent concrete buildings completed between January 1 and December 31, 1914, as classified above	60
Number of permanent concrete municipal school buildings of standard plan.....	409

INSULAR INDUSTRIAL SALE EXHIBIT OF SCHOOL-MADE ARTICLES:
Number of Articles

School Years	Exhibited	Total Value
1910-11	9,761	\$ 9,482.31
1911-12	16,362	17,209.34
1912-13	23,305	28,591.62
1913-14	51,048	49,488.00

SCHOOL EXPENDITURES:

Statement of total expenditures for school purposes during 1914, insular, provincial, and municipal.

Insular:

Expenditure—salaries, wages, and contingent.....	\$2,040,027.99
Construction of buildings.....	254,839.00

Total Insular.....\$2,294,866.99

Provincial:

Provincial expenditures for school purposes.....	\$ 124,675.92
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Municipal:

Municipal expenditures for school purposes.....	\$1,227,837.09
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GRAND TOTAL\$3,647,380.00

In addition to the above, from voluntary contributions, approximately

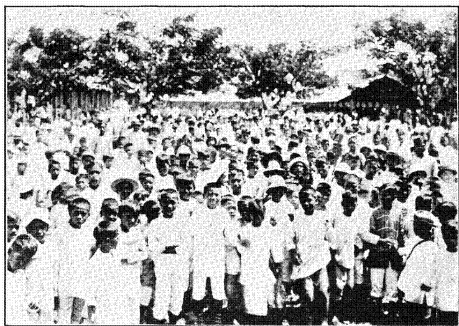
	\$ 50,000.00
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Cost of education per capita of total population (census of 1903 modified by division estimates).....

.49

Cost of education per pupil (based on average monthly enrollment)

7.24



A CROWD OF FILIPINO SCHOOL CHILDREN.

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DATE DUE

APR 15 1992

APR 13 1992

APR 22 1992

JUL 26 1995

MAY 31 1998

APR 23 1998

FEB 05 1998

APR 30 2001

MAY 29 2001

DEC

1946